

References

- Alberto, P. A., & Troutman, A. C. (1999). *Applied behavior analysis for teachers* (5th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Anderson, R. C., Spiro, R. J., & Anderson, M. C. (1978). Schemata as scaffolding for the representation of information in connected discourse. *American Educational Research Journal*, *15*, 433–440.
- Browder, D. M., & Shear, S. M. (1996). Interspersal of known items in a treatment package to teach sight words to students with behavior disorders. *Journal of Special Education*, *29*, 400–413.
- Browder, D. M., Spooner, F., Ahlgrim-Dezell, L., Flowers, C., Algozzine, R., & Karvonen, M. (2004). A content analysis of the curricular philosophies reflected in states' alternate assessment performance indicators. *Research and Practice in Severe Disabilities*, *28*, 165–181.
- Browder, D. M., Spooner, F., Ahlgrim-Dezell, L., Wakeman, S. Y., & Harris, A. (2008). A meta-analysis on teaching mathematics to students with significant cognitive disabilities. *Exceptional Children*, *74*, 407–432.
- Browder, D. M., Trela, K., Courtade, G. R., Jimenez, B. A., & Knight, V. (2008). *Teaching mathematics and science standards to students with moderate and severe developmental disabilities*. Manuscript submitted for review.
- Browder, D. M., Trela, K. C., & Jimenez, B. A. (2007). Training teachers to follow a task analysis to engage middle school students with moderate and severe developmental disabilities in grade-appropriate literature. *Focus on Autism and Other Developmental Disabilities*, *22*, 209–219.
- Collins, B. (2007). *Moderate and severe disabilities: A foundational approach*. Columbus, OH: Prentice Hall, Merrill.
- Courtade, G., Browder, D., Spooner, F., & DiBiase, W. (2008). *The effects of inquiry-based science instruction on teachers of students with significant disabilities*. Manuscript submitted for review.
- Courtade, G., Spooner, F., & Browder, D. (2007). A review of studies with students with significant cognitive disabilities that link to science standards. *Research and Practice for Persons with Severe Disabilities*, *32*, 43–49.
- Doyle, P. M., Gast, D. L., Wolery, M., Ault, M. J., & Farmer, J. A. (1990). Use of constant time delay in small group instruction: A study of observational and incidental learning. *Journal of Special Education*, *23*, 369–385.
- Erikson, K. A., & Koppenhaver, D. A. (1997). Integrated communication and literacy instruction for a child with multiple disabilities. *Focus on Autism & Other Developmental Disabilities*, *12*, 142–151.
- Gast, D. L., Winterling, V., Wolery, M., & Farmer, J. A. (1992). Teaching first-aid skills to students with moderate handicaps in small group instruction. *Education & Treatment of Children*, *15*, 101–124.
- Individuals with Disabilities Education Act (IDEA) Amendments of 1997, PL 105-17, 20 U.S.C. §§ 1400 et seq.
- Jimenez, B. A., Browder, D. M., & Courtade, G. (2008). Teaching an algebraic equation to students with moderate disabilities. *Education and Training in Developmental Disabilities*, *43*, 266–274.
- Magnusson, S. J., & Palincsar, A. S. (1995). The learning environment as a site of science education reform. *Theory into Practice*, *34*, 43–50.
- Marchand-Martella, N. E., Martella, R. C., Christensen, A. M., Agran, M., & Young, K. R. (1992). Teaching a first aid skill to students with disabilities using two training programs. *Education & Treatment of Children*, *15*, 15–31.

- National Council of Teachers of Mathematics (NCTM). (2000). *Principles and standards for school mathematics*. Reston, VA: Author.
- National Research Council (NRC). (1996). *National science education standards*. Washington, DC: National Academy Press.
- No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).
- Schneider, L. S., & Renner, J. W. (1980). Concrete and formal teaching. *Journal of Research in Science Teaching*, *17*, 503–517.
- Scruggs, T. E., & Mastropieri, M. A. (1995). Science and students with mental retardation: An analysis of curriculum features and learner characteristics. *Science Education*, *79*, 251–271.
- Shymansky, J. A., Kyle, W. C., Jr., & Alport, J. M. (1983). The effects of new science curricula on student performance. *Journal of Research in Science Teaching*, *20*, 387–404.
- Spooner, F., Stem, B., & Test, D. W. (1989). Teaching first aid skills to adolescents who are moderately mentally handicapped. *Education and Training in Mental Retardation*, *24*, 341–351.
- Taber, T. A., Alberto, P. A., Hughes, M., & Seltzer, A. (2002). A strategy for students with moderate disabilities when lost in the community. *Research and Practice for Persons with Severe Disabilities*, *27*, 141–152.
- Taber, T. A., Alberto, P. A., Seltzer, A., & Hughes, M. (2003). Obtaining assistance when lost in the community using cell phones. *Research and Practice for Persons with Severe Disabilities*, *28*, 105–116.
- Watson, M., Bain, A., & Houghton, S. (1992). A preliminary study in teaching self-protective skills to children with moderate-to-severe mental retardation. *Journal of Special Education*, *26*, 181–194.
- Winterling, V., Gast, D. L., Wolery, M., & Farmer, J. A. (1992). Teaching safety skills to high school students with moderate disabilities. *Journal of Applied Behavior Analysis*, *25*, 217–227.
- Zambo, R. (2005). The power of two: Linking mathematics and literature. *Mathematics Teaching in the Middle School*, *10*, 349–399.